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ABSTRACT

This seventh of 14 curriculum Modules in the Family and Community Services Occupational Education Modules series deals with care services to meet needs of the client. It is intended to help students determine needs of clients and to be able to perform care services which are needed. Environment, including economic aspects, is explored in relationship to client well-being. Helping people to develop responsibility for their own health and care is emphasized. Each of the six competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203108

Family and Community Services

MODULE VII

CARE OF THE INDIVIDUAL

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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE VII - Care of the Individual

Competencies:	Objectives:
1. Determine physical, mental, psycho-social and economic needs of the client or clients.	1.1 Identify characteristics of the specific client or clients.
	1.2 Analyze the physical, intellectual, social, emotional and economic needs of the client(s).
2. Perform physical and personal care services to meet the needs of the client.	2.1 Know the types of physical and personal services needed by various groups of clients.
	2.2 Know the limitations of the services aides are able to provide.

Suggested Strategies: Students will	References and Resources:
1.1.1 Refer to charts on target groups and developmental stages completed in Mod VI, compare and review characteristics that apply to the target group of your client(s).	
1.1.2 Visit and observe client and list characteristics which describe the client. Also list special needs or write a case study of client(s). Case study could include: 1. description of client 2. description of living situation 3. analysis of needs Strategy 1.2.1 4. suggested solutions (a) what aide can provide (b) what should be provided by other sources	1.1.2 For introductory classes when clients are not assigned, a field trip could be substituted for the strategies.
1.2.1 Present case study to the class for analysis. Suggest other interpretations and solutions.	1.2.1 Appendix "Suggested Solutions for Specific Clients"
1.2.2 View films selected by the teacher for specific client groups.	1.2.2 Films: See Appendix
2.1.1 View and discuss films concerning physical care services.	2.1.1 Films: See Appendix
2.2.1 Listen to resource people acquainted with legal limitations on services aides can perform, and why some tasks must be performed by others. or Students interview people in the community to determine which tasks can be performed by aides and which are best provided by others.	2.2.1 Suggestions: nursing home manager, vo-tech school director, day care head teacher.

Competencies:	Objectives:
2. (continued)	2.3 Know the skills required to perform personal services needed by the client.
	2.4 Demonstrate skill in performing physical and personal services.

Suggested Strategies: Students will	References and Resources:
2.3.1 Read about home care, nursing, babysitting, etc. to determine physical care needs of clients.	2.3.1 Reading suggestions: Caring for the Older Visually Impaired Blind Person. Mpls.: Minneapolis Society for the Blind. Henderson, John, M.D. Emergency Medical Guide, New York: McGraw-Hill, 1978. Norris, Gregg. Caring for Kids. Chapter 3, pp. 24-48. Brickner, P.W., Ed. Care of the Nursing Home Patient. Periodicals from public and school library: Today's Health, Parents Magazine, Current Health. Newspapers
2.3.2 Brainstorm to develop a list of personal care tasks. Compare the list with one provided by teacher.	2.3.2 Appendix: Personal Service Tasks
2.3.3 View films and filmstrips on various kinds of care needed by clients.	2.3.3 Films: See Appendix
2.3.4 Observe resource persons demonstrate skills that students will need to serve their clients.	2.3.4 Suggested resource persons: Physical therapist, occupational therapist, nurse, child care specialist, doctor, school nurse, visiting nurse.
2.4.1 Class develop a checklist for grading the skills students demonstrate in providing physical care	
2.4.2 Demonstrate care of clients using another student to role-play the client. Remaining students use the checklist to rate the quality of care each student gave. Allow students to suggest how their own care of the patient could be improved; then other students can add suggestions. Discuss how it feels to be a client.	2.4.2 Suggested tasks: shampoo, reading aloud, giving medicine, feeding, bed bath, changing bed linen, preparing a tray, writing a letter.
and/or	
2.4.3 Videotape activities in role-playing sessions. Replay to provide each student an opportunity to evaluate his/her own care of the client before the other students offer opinions.	2.4.3 Props for role-playing as needed (soap and towels and washbasin, tray with dishes, utensils, food, etc.)

Competencies:

3. Relate the components of an environment to the client's psycho-social and mental health.

Objectives:

3.1 Identify the components of an environment that will maximize and encourage the client's psycho-social and mental health.

Suggested Strategies: Students will	References and Resources:
3.1.1 Define environment and discuss various aspects of environment.	
3.1.2 Read assignment and discuss with teacher and class.	3.1.2 McDermott, Irene E., Jeanne L. Morris & Florence W. Nicholos. Homemaking for Teenagers, Book II, 3rd edition. Bennett, Peoria, IL, 1972. Section V, "The Home You Live In."
3.1.3 Read about healthy and unhealthy environments for various types of clients.	3.1.3 Newspapers, magazines, and brochures or publications from agencies for well-being, mental health, etc. Webber, Howard, "Games" In Bernice L. Neugarten, ed. Middle Age and Aging, 1968. pp. 422-427. (Reprinted from the March 30, 1963 New Yorker. "Home Play and Play Equipment" Superintendent of Documents, Washington, D. C. "Standards for Day Care Service" Child Welfare League of America 44 East 23rd St., NY, NY "Caring for Children" Draper, Bennett Pub., 1975. Chpts. 8, 19. How To Choose a Nursing Home. Institute of Gerontology, University of Michigan, Ann Arbor
3.1.4 View filmstrip and discuss as you view it.	3.1.4 "Your Space and Mine: A Behavioral Approach to Environment." J. C. Penney Catalog No. 84776, through local store or Educational Relations; J. C. Penney Co. Inc., 1301 Avenue of the Americas, NY, NY 10019
3.1.5 Collect pictures, descriptions and samples of different types of environments that will foster general well-being, and be preventative rather than treatment oriented. Make a display for a showcase or do a bulletin board.	

Competencies:

3. (continued)

Objectives:

3.1 (continued)

3.2 Relate environmental components to client self-direction and participation, as well as to general well-being.

3.3 Relate the possible effect of the manner and appearance of the care-giver on the client's mental and psycho-social well-being.

Suggested Strategies: Students will	References and Resources:
3.1.6 View film and discuss the role and participation of the client in creating a healthy environment - mentally and psycho-socially.	3.1.6 Film: "To Live Again"
3.1.7 Discuss the role of the care giver in creating a healthy environment - psycho-socially.	
3.1.8 List various ways the aide can improve the environment (including those that are inexpensive or without cost in cases of client(s) with low budget.	
3.2.1 Individually list aspects of environment that affect well-being positively and negatively, and compare lists with rest of the class.	
3.2.2 Discuss ways in which negative aspects of environment could be made more positive.	
3.2.3 Read about suggestions for encouraging client participation.	3.2.3 Resources in Aging, Metzelaar, Lena. Institute of Gerontology University of Michigan 543 Church Street Ann Arbor, MI 48104
3.2.4 Listen to speakers describe ways to encourage self-direction and self-responsibility for well-being and health.	3.2.4 Physical therapist, activities director in nursing home, hospital, or other institution nurse, physician, dietition, child care director.
3.2.5 Take a field trip to a care facility. Fill out the worksheet and compare and discuss in class the next day.	3.2.5 Appendix: Worksheet - Analysis of Environment
3.3.1 Read about and discuss the importance of good grooming and manners in relationship with client.	3.3.1 Book: Kimball & Vineyard, Succeeding in the World of Work, McKnight, 1975. pp. 61-75 Magazines: "Seventeen" "Co-ed" "Current Health"

Competencies:	Objectives:
3. (continued)	3.3 (continued)
	3.4 Identify components in the environment that will minimize accidents and ensure safety for the client.

Suggested Strategies: Students will	References and Resources:
3.3.2 Role-play the effect of manners and appearance of the care-giver on the emotional well-being of the client.	3.3.2 Teacher resource: Kimball & Vineyard, Individualized Related Instruction for Entering the World of Work. McKnight, p. 53 Bloomington, IL 61701 (text and workbook)
3.3.3 Observe your neighborhood and point out difficulties for old people, children, handicapped, or ill people. Use "Watch For" as a guide.	3.3.3 Appendix: "Watch For"
3.4.1 Read selected assignments.	3.4.1 "Recommendation for Day-Care Centers for Infants & Children" 1973, $3.00 pp. 39-41 Committee on Infant & Preschool Children, American Academy of Pediatrics, P.O. Box 1034, Evanston, IL 60204 Housing for the Physically Impaired: A Guide for Planning and Design. Washington, D.C.: U.S. Dept. of the Interior, 1968. Sitting Safely: For Baby Sitters New York: Metropolitan Life Ins. Company, 1976. 16 pp. Gallagher, Health for Life. Boston: Ginn & Co. 1965. Chpt.30. Dykstra, Phil. "Safety in the Home: Guarding Against Falls, Fires and Other Hazards" Handbook for the Home: 1973 Yearbook of Agriculture. Wash. D.C.: Government Printing Office, 1973, pp. 36-41. Schwab, Lois O. Barrier-Free Housing for the Handicapped. Handbook for the Home: 1973 Yearbook of Agriculture. Wash. D.C.: Government Printing Office, 1973, pp. 228-235. (See checklist, pp. 230-235.)

Competencies:	Objectives:
3. (continued)	3.4 (continued)
4. Analyze client needs in relationship to economic status.	4.1 Relate economic needs to client's lifestyle, health, and well-being.
	4.2 Be aware of economic aids which are available to people in need.

Suggested Strategies: Students will	References and Resourses:
3.4.2 View a filmstrip or film and discuss with class.	3.4.2 FILMSTRIP: "Safe Home-Safe Living" SS17, 47 frames, color. WI Division of Health, Dept. of Health & Social Services P. O. Box 309, Madison, WI 53701 "Community Health Series" "Senior Safety Series" Young America, McGraw-Hill "Community Health and Safety Series" Popular Science SLIDE SERIES: "Flammable Fabrics Ad" "Hazardous Substance Ad" "Toy Safety" Consumer Product Safety Commission, Fort Snelling, MN FILMS: "You and Yours" 3326 20 min., color (fire safety) "Your Clothing Can Burn" 2600 13 min., color. "Beating the Averages" 7759, 30 min., Color, $4.25. Available from The Bureau of Audiovisual Instruction, 1327 University Ave., P. O. Box 2093, Madison, WI 53706.
4.1.1 View filmstrips on various life styles. Discuss relationship to economic status.	4.1.1 FILMSTRIPS & CASSETTES: "Changing Lifestyes" Doubleday Media, Garden City, NY "Future of the Family" Guidance Associates
4.1.2 List "needs" and "wants" which are not satisfied when there is not enough money. Discuss with teacher and class.	
4.2.1 Listen to speakers tell financial aids they have available and what criteria are used for determining grants or aids. Ask questions which relate to your interests.	4.2.1 Suggestions for sources of guest speakers: Social Service, Human Service Food Stamps, Neighborhood Revitalization, Churches, United Fund, Mental Health.
4.2.2 Read newspaper for two days to see how many sources of "help" are mentioned.	

Competencies:

5. Understand the relationship of social, emotional, physical, and intellectual growth, and well-being in relation to recreational activities.

Objectives:

5.1 Identify types of recreational activities and the ways in which these activities would benefit an individual socially, emotionally, physically, and mentally.

Suggested Strategies: Students will	References and Resources:
5.1.1 Listen to institution and agency personnel associated with each target group to describe the activities available for their clientele and the benefits derived from the activities.	5.1.1 Suggested speakers: Recreational director or therapist from nursing home, retirement center, hospitals, senior citizens center, day care center, nursery school.
5.1.2 View films that demonstrate activities that people in each target group participate in.	5.1.2 FILMS: "To Live Again" 2337 15 min., color (elderly) "Understanding Children's Play" 3263 - 10 min., B/W. "Painting is Loving" (Mentally Retarded) 7159, 21 min., color, rental $9.25. "Shape of a Leaf" 7198, 26 min., B/W, rental $7.75 (Mentally Retarded) "Physical Education for Blind Children, 0177, 17 min., color, rental $6.00 "Three Looms Waiting" 8195, 55 min., color, rental $19.75 "Looking For Me" 8643, 29 min., B/W rental $6.75 Bureau of Audio-Visual Instruc. U.W.-Ext., 1327 University Ave., P. O. Box 2093, Madison, WI 53701
5.1.3 Go on a field trip to an institution or agency to observe or participate in a party or celebration.	5.1.3 Nursing home, retirement center, hospitals, senior citizens center, day care center, nursery school.
5.1.4 Use the worksheet "Recreation and Well-being" to list the various activities which were available.	5.1.4 Appendix: Recreation and Well-being
5.1.5 Use supplies and references provided for a target group. Work in groups and explain it to the entire class.	5.1.5 Creative Activities by Silverblatt, Iris. M. 1964. P. O. Box 16005 Cincinnati, OH 45216 "Beautiful Junk" U.S. Dept. of HEW, OHD, OCD, Project Headstart #017-092-00004-9, U.S. Supt. of Documents, Wash. D.C. 20402

(continued)

Competencies:	Objectives:
5. (continued)	5.1 (continued)
	5.2 Plan a recreational activity for a specific individual.
6. Understand the need for people to develop self-responsibility for their own health and care.	6.1 Define self-responsibility and wellness.
	6.2 Discuss principles of self-responsibility and the application of them.

Suggested Strategies: Students will	References and Resources:
5.1.5 (continued)	5.1.5 (continued) Craft books Community Organizations, i.e. Toy Wagon Easter Seal Stores Colored paper, crepe paper, poster paper, paste, colors, paints, cards, etc.
5.2.1 Plan a recreational activity for their client or for a person described in the case studies from Strategy 1.1.2. Include in the plan: a. description of the activity b. description of the person it is planned for c. purpose of the activity d. equipment and supplies needed e. benefits derived for the person who participates in the activity.	
5.2.2 Evaluate each others' plans. Answer these questions: 1. Would you enjoy it? 2. What age group(s) would enjoy it? 3. Is it expensive? 4. What people could not do it? Why?	
6.1.1 Write a definition of 1) self-responsibility 2) wellness. Compare your definition with other students.	
6.2.1 Discuss Self-Responsibility Principles and discuss what you left out of your definitions.	6.2.1 Appendix: Self-Responsibility Principles
6.2.2 Give examples of how each principle can be applied	
6.2.3 Give positive and negative examples (from personal contact, media, literature, etc.) of self-responsibility for one's health and care.	6.2.3 Janis Joplin, Jimmy Hendrix, Freddy Prinz, novels

Competencies:	Objectives:
6. (continued)	6.3 Evaluate personal self-responsibility and wellness.
	6.4 Relate the ability to be responsible for one's own health and care to emotional health.

Suggested Strategies: Students will	References and Resources:
6.3.1 Evaluate yourself using Evaluation of Self-Responsibility for Health	6.3.1 Appendix: Evaluation of Self-Responsibility for Health (Teacher can use own judgment about discussing the evaluations.)
6.4.1 Read "Choices and the Aged" and compare well-being of the two groups. Discuss: To what do you attribute the differences in wellness?	6.4.1 Teacher reference: Human Nature Vol. I, No. 5, May 1978, pp. 14-15

SUGGESTED SOLUTIONS FOR SPECIFIC CLIENT

Name(s) of Client(s) _____

I. Needs of Clients	II. What Aide Can Do	III. Help Needed from Other Sources
Physical		
Mental		
Social		
Emotional		
Economic		

FILMS - Available from: Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
1327 University Avenue
Madison, WI 53706

Strategy 1.2.2 - "Feelings of Rejection" - 23 min., B/W - 1506
"Feelings of Depression" - 30 min., B/W - 1504
"Proud Years" - 28 min., B/W (elderly) - 1901
"Shyness" - 23 min., B/W - 0601
"Sibling Relations and Personality" - 23 min., B/W - 3708

Strategy 2.1.1 - "Aides in Daily Living" - 25 min., B/W - 2546
"Diabetics Unknown" - 23 min., B/W - 5506
"The Giant Steps" - 13½ min., B/W - 2757
(help child learn safety habits)
"Quiet Victory" - 25 min., Color - 3129
(for nurses - skill in caring for diabetic patient)
"Read the Label and Live" - 10 min., Color (safety) - 6956
"To Be Growing Older" - 13 min., Color (aging) - 0074

Strategy 2.3.3 - "Medical Care for Adolescents" - 29 min., Color - 3010
"The New Baby" - 22 min., Color - 3034
"First Aid Now" - 25 min., Color
"Diary of Connie McGregor" - 23 min., Color - 2649
(care of chronically ill and aged)
"Long Day's Journey" - 28½ min., B/W - 2969

PERSONAL SERVICE TASKS

1. Help read and understand materials from doctor, social service, etc.
2. Help brush teeth
3. Help read labels on medicine
4. Answer telephone
5. Shop
6. Assist with feeding (children, elderly, ill)
7. Assist patient to bathroom
8. Assist with bed pan
9. Clean area after feeding
10. Check special diet orders
11. Prepare special diet foods
12. Administer complete or partial bed bath
13. Administer tub bath
14. Brush and/or comb hair
15. Give shampoo
16. Change linens on occupied or unoccupied bed
17. Give back rub
18. Prevent pressure on bony prominences
19. Provide assistance in dressing and undressing
20. Shave male patient
21. Trim fingernails and toenails
22. Assist client in and out of wheelchair
23. Assist client to walk with cane, walker, etc.
24. Assist with exercises, active and passive
25. Transport patient in a wheelchair
26. Apply ice bag, heating pad, etc.
27. Clean closets, bedside tables, etc.
28. Clean client's immediate surroundings, for example: dust, water plants
29. Maintain comfortable temperature and ventilation
30. Do laundry
31. Assist with group social activities
32. Assist in using diversional or recreational aids such as puzzles, games, cards, etc.
33. Write letters
34. Convey messages
35. Provide reading materials and/or read aloud
36. Run errands
37. Select toys appropriate to age group
38. Converse

Worksheet: Analysis of Environment

List provisions for these aspects of environment	Negative Influence (Circle those negativ aspects that you think could be changed or modified)	Positive Influence
Space (privacy, uncrowded)		
Sound		
Light		
Cleanliness		
Aesthetic quality (color beauty, decorations)		
Orderliness		
Comfort		
Facilities (functional, safe, appropriate)		
Relationships		
Institutions in surrounding area		

WATCH FOR

1. Parking close to stores and business offices
2. Store doors that are easy to push
3. Well-lit but non-glare stairways
4. Guard rails and hand rails
5. Non-slippery surfaces
6. Walk signs at intersections that provide ample time for a slow walking person to cross
7. Non-glare stop lights
8. Transportation service
9. Suitable elevators
10. Bright street lighting
11. Green areas
12. Sidewalks and curbs for wheelchairs
13. Crowds

Appendix
MOD VII
Strategy 5.1.4

RECREATION and WELL-BEING

Student Name _____

Date _____

Name of Agency or Institution _____

DIRECTIONS: List the available activities that the agency or institution provides. Then decide how each activity will benefit the participant. Place the letter or letters which indicates how it will benefit the participant. Use S for Social, E for Emotional, P for Physical and I for Intellectual.

Art, Craft, or Hobby

1. _____
2. _____
3. _____
4. _____
5. _____

Exercise or Sport

6. _____
7. _____
8. _____
9. _____
10. _____

Music, Drama, or Literature

11. _____
12. _____
13. _____
14. _____

Appendix
MOD VII
Strategy 6.2.1

SELF-RESPONSIBILITY PRINCIPLES

1. There is a relationship between your life style and your well-being, that is, your choices have consequences that directly affect you and your future.

2. Every person is different, so although the same wellness principles apply for anyone, they must be adapted for the individual. (Some may need more exercise or Vitamin C, etc. than others)

3. It is normal for you to desire wellness and happiness.

4. A goal or purpose in life is essential for wellness.

5. It is important for you to value yourself, because how you feel about yourself influences how you treat yourself. (self-concept)

6. At times you may choose illness as an easy way out, or as a way of getting attention or special treatment, instead of taking responsibility.

7. Take time to think and examine and choose - develop your own convictions and live by them.

8. If you choose a wellness lifestyle, that choice will become more attractive, enjoyable and rewarding for you than another lifestyle, even though it may be purely discipline in the beginning.

9. Avoid making decisions when you are emotional. Before making decisions check up on your present lifestyle.

Reference: Ardell, Donald B. High Level Wellness - An Alternative To Doctors, Drugs, and Disease. Emmaus, PA: Rodale Press. pp. 94-112.

Appendix
MOD VII
Strategy 6.3.1

Evaluation of Self-Responsibility for Health

DIRECTIONS: Check the column which most nearly reflects your actions in assuming responsibility for your health and care.

Principles of Self-Responsibility	Always	Frequently	Occasionally	Never
1. I accept that my choice of lifestyle will directly affect my well-being.				
2. I adapt wellness principles to help me maintain a high level of wellness for myself.				
3. I desire wellness and happiness.				
4. I have a purpose in life that helps me have a high level of wellness.				
5. I have a good self-concept which helps me maintain wellness.				
6. I choose illness as an escape or way of getting attention.				
7. I take time to think and choose my own convictions.				
8. I make decisions that are not based on emotions, but considering my present state of wellness.				
Areas of Wellness				
1. My diet is adequate nutritionally.				
2. I follow basic health rules, have check-ups, and get plenty of exercise.				
3. I take time to rest and relax and get adequate sleep.				
4. I actively work at shaping my environment for the highest level of well-being because I know it affects me.				

Final Examination, Module VII

Care of the Individual

Competencies	Item Number					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1		1-8		31-33		
2	17-21		9-16			
3	27-30	41-46	22-26			
4			36-40			
5						41-45
6	34-35		34-35			

MODULE VII
F & C Services
U.W.-Madison
51 pts.

Examination

Care of the Individual

Student Name _____

DIRECTIONS: Read the sentence and then mark X for the correct (X) responses and 0 for the incorrect (0) responses.

The following situations are usually common to the single working parent:

____ 1. Lack of time to do home repairs

____ 2. A flexible working schedule

____ 3. Reliance on outsiders for child care

____ 4. Poor diet

John is a normal three-year-old boy. The following items will help him meet his mental and psycho-social needs:

____ 5. Adequate rest

____ 6. Lots of stylish clothes

____ 7. Playmates

____ 8. Proper diet

Mr. A has to spend many hours a day in bed. It would be very relaxing to him if you would give him a soothing back rub. Listed below are some of the techniques you should use. (They are not listed in any special order.)

____ 9. Cool your hands by washing in cold water.

____ 10. Place the palms of your hands in the center of his back. Rub firmly up the spine, across the shoulders, downward along the sides of the back, then upward again.

____ 11. Use alcohol, oil or a little powder on your hands to aid in giving the rub.

____ 12. Rub in the back and shoulder area from 10 to 15 minutes.

Situations when a baby's diaper should be changed include:

____ 13. Before it is put to bed.

____ 14. While the infant is asleep.

_____ 15. When the baby shows signs of discomfort.

_____ 16. When the baby cries for the bottle.

A service aide is allowed to:

_____ 17. cook and serve meals.

_____ 18. take temperatures.

_____ 19. diagnose illness.

_____ 20. change the patient's medication.

_____ 21. help the patient exercise.

The following factors will improve the client's well-being.

_____ 22. low noise levels

_____ 23. attractively served food

_____ 24. air pollution

_____ 25. neighbors

_____ 26. a private room

The following will help prevent accidents.

_____ 27. highly waxed floors

_____ 28. several appliances plugged into one outlet

_____ 29. medicines stored on shelves at eye level

_____ 30. fire screen around fireplace

DIRECTIONS: Place an X in the blank in front of the one response which best completes the sentence.

Read: John Alexander, a 25-year-old man is confined to a wheelchair due to a recent accident. He just moved into a first floor apartment which has entry steps and he lives there alone. John wants to learn to become a radio repairman.

31. John's most important physical need is

_____ a) a ramp to enter the apartment building

_____ b) a battery operated wheelchair

_____ c) a car

32. John's most important intellectual need is

_____ a) get a college degree

_____ b) join a book club

_____ c) classes or a correspondence course

33. John's most important social-emotional need is

_____ a) keep to himself

_____ b) wait for someone to visit him

_____ c) get to know others in neighborhood

34. For John, wellness is

_____ a) the absence of illness

_____ b) a high level of energy, vitality, and health

_____ c) feeling OK

35. If John is self-responsible he

_____ a) makes choices to please others

_____ b) blames others for his problems

_____ c) is actively involved in making decisions that affect his life

36. If you were employed by a family as a housekeeper, what would you need to know about their economic needs?

_____ a) Annual income

_____ b) Weekly budget

_____ c) Money management techniques

_____ d) None of the above

37. You are working as an assistant interior designer. What is the first thing you need to know about your client's economic status before you can begin the designing project?

_____ a) Annual income

_____ b) Money management techniques

_____ c) Needs and wants

_____ d) None of the above

38. You have been hired to cook three nutritious meals a day for an elderly couple. What will you need to know about their economic status before you begin?

_____ a) Annual income

_____ b) Money Management techniques

_____ c) Weekly food budget

_____ d) None of the above

39. Mike T. has recently been released from the hospital after recovering from a motorcycle accident which left him paralyzed from the waist down. He will be returning to his apartment, but he cannot return to his construction job. He wants to purchase some form of transportation that will help him transport himself. What are some of Mike's economic needs right now?

_____ a) Job, housekeeper, van, nurse

_____ b) Housekeeper, bicycle, nurse, house

_____ c) Loan, house, insurance, car

_____ d) Van, bicycle, insurance, car

40. William P. is an 84-year-old man whose wife has recently died. She was in excellent health and did many household repairs, gardening, mowing the lawn, etc. William is blind and needs daily medication. His general health is good. He has been able to save $7,000 and receives monthly Social Security payments. He has several children who live near him with large families. He loves telling stories to his grandchildren while he smokes his cigar. His children are concerned about his future. They have contacted you, a community service worker. What factors will help you determine how much self-direction and participation William P. is capable of?

_____ a) Blindness, story-telling, wife, grandchildren

_____ b) Blindness, general health, close family, savings

_____ c) Blindness, cigar-smoking, general health, Social Security

_____ d) Blindness, grandchildren, Social Security, storytelling

DIRECTIONS: Place an S in the blank next to those items you consider to be safe practices and a U in the blanks by those items you feel are unsafe practices.

_____ 41. Police, fire department and doctor's telephone numbers next to the telephone

_____ 42. Frayed electrical cords

_____ 43. Poisons under the kitchen sink or near food

_____ 44. Rubber mat in the bottom of the bathtub

_____ 45. Covered electrical sockets

_____ 46. Toys, clothes and books left on a stairway

DIRECTIONS: Read the description of the person, then select the one best activity you might share from the list to the right and put the letter of the activity in the blank provided.

People		Activities
_____ 47.	A five-year old with a broken leg	A. Go bike riding
_____ 48.	A depressed middle-aged person living alone	B. Go for a walk
_____ 49.	An elderly person who has poor eyesight	C. Go on a picnic
_____ 50.	Four children aged 4-12 whose mother is in the hospital	D. Have a potluck supper
_____ 51.	Fifteen elderly people at a day care center	E. Play cards
		F. Read aloud from the newspaper